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ABSTRACT

The central purpose of the study was to identify the role of the vocational counselor in the public schools of Texas as perceived by vocational directors, vocational counselors, secondary school principals, and secondary school counselors. Of the 121 school districts in the sample, 99 complete school district data sets, consisting of returned opinionnaires from the person in each of the four respondent categories, were obtained. Among the four groups significantly different responses were recorded regarding: 44 of the 70 role statements pertaining to the role of vocational counselors, perceptual profiles across 70 role statement variables, and all 10 issue statements concerning the role of vocational counselors. Within categories, the following significant differences were found with respect to the role of the vocational counselor: respecting 13 of the 70 role statements between vocational counselors without vocational education teaching experience but with world-of-work experience and those with both kinds of experience; and respecting 6 of the 70 role statements among secondary school counselors without vocational education teaching experience but with world-of-work experience, those with neither kind of experience, and those with both kinds of experience. Appended are 107 references. The role statements, issue statements, and their statistical means are listed. (Author/JR)

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JAN 23 1976

A REPORT OF RESEARCH

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Jimmy G. Cheek

James E. Christiansen

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A REPORT OF RESEARCH

PERCEPTIONS REGARDING THE ROLE OF THE VOCATIONAL COUNSELOR IN TEXAS

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ABSTRACT

Perceptions Regarding the Role of the
Vocational Counselor in Texas

The central purpose of this study was to identify the role of the vocational counselor in the public schools of Texas as perceived by vocational directors, vocational counselors, secondary school principals, and secondary school counselors.

Significantly different means at the .05 level were found among resonses of the four groups regarding 44 of the 70 role statements pertaining to the role of the vocational counselor in Texas. Significantly different perceptual profiles across 70 role statement variables were found to exist beyond the .01 level for the four groups.

Significantly different means beyond the .01 level were detected among the four respondent groups regarding all 10 issue statements regarding the position of vocational counselor. Significantly different means at the .05 level were detected with regard to 13 of the 70 role statements concerning the role of the vocational counselor in Texas as perceived by vocational counselors without vocational education teaching experience but with world-of-work experience and vocational counselors with both vocational education teaching experience and world-of-work experience. Significantly different means at the .05 level were found to exist regarding six of the 70 role statements pertaining to the role of the vocational education teaching experience but with world-of-work experience, secondary school counselors with neither vocational education teaching experience nor world-of-work experience, and secondary school counselors with both vocational education teaching experience and world-of-work experience.

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Appreciation is also extended to those graduate students who participated in generating role statements and to those who were involved in determining the opinionnaire's reliability. Thanks also goes to the vocational directors, vocational counselors, secondary school principals, and secondary school counselors who were involved in field testing the instrument. The assistance of several faculty members at Texas A&M University in planning this study and evaluating the instrument is also gratefully acknowledged.

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PERCEPTIONS REGARDING THE ROLE OF THE VOCATIONAL COUNSELOR IN TEXAS

Introduction

Texas initiated funding of vocational counselor units under the Minimum Foundation Program in the 1970-1971 school year as provided for in Texas House Bill 263, according to Byrd (14). Since that time, the role of the vocational counselor in the public schools of Texas has generated debate and captured the attention of the Texas Education Agency, vocational educators, counselor educators, and other public school personnel. In school districts employing vocational counselors, the vocational counselor is the principal person involved in planning and conducting the vocational guidance program in the local school district and as such must clearly understand his role. This is essential because the role expectations of the vocational counselor are of paramount importance in determining the framework in which responsibilities are executed.

Furthermore, in the local school district several individuals' roles directly impinge upon the role of the vocational counselor. The vocational director, secondary school principals, and secondary school counselors are among those who influence the vocational counselor's role. These three groups provide leadership, direction, control, supervision, and cooperation. It is vital that their role expectations be considered when examining the role of the vocational counselor.

If an effective vocational counseling program is to be implemented, it is essential that role perceptions among vocational directors, vocational counselors, secondary school principals, and secondary school counselors be congruent. It was not known whether agreement regarding the role of the vocational counselor existed; consequently, it was imperative that pertinent information be obtained and analyzed regarding the perceptions persons in these four positions held concerning the role of the vocational counselor.

Purpose

The central purpose of this study was to identify the role of the vocational counselor in the public schools of Texas as perceived by vocational directors, vocational counselors, secondary school principals, and secondary school counselors. In order to achieve this purpose the following specific objectives were developed as guidelines for conducting the research:

1. Determine areas of agreement and disagreement among vocational directors, vocational counselors, secondary school principals, and secondary school counselors regarding the role of the vocational counselor in Texas.

2. Determine opinions concerning selected issues pertaining to the position of vocational counselor in Texas as perceived by vocational directors, vocational counselors, secondary school principals, and secondary school counselors.

3. Determine areas of agreement and disagreement concerning the role of the vocational counselor in Texas as perceived by vocational counselors with vocational education teaching experience but without world-of-work experience, vocational counselors without vocational education teaching experience but with world-of-work experience, and vocational counselors with both vocational education teaching experience and world-of-work experience.

4. Determine areas of agreement and disagreement concerning the role of the vocational counselor in Texas as perceived by secondary school counselors with vocational education teaching experience but without world-of-work experience, secondary school counselors without vocational education teaching experience but with world-of-work experience, secondary school counselors with neither vocational education teaching experience nor world-of-work experience, and secondary school counselors with both vocational education teaching experience and world-of-work experience.

5. Identify selected background characteristics of the vocational counselors in Texas. This background data included age, sex, educational level, type of educational experiences, employment in

fields other than education, types of experience in teaching vocational education, and location of office.

6. Determine who the immediate supervisor of the vocational counselor should be, who currently exerts the greatest influence upon the role of the vocational counselors, and where the vocational counselor's office should be located as perceived by vocational directors, vocational counselors, secondary school principals, and secondary school counselors.

Hypotheses

A review of the literature resulted in the formulation of a theoretical base for the study which in turn led to the development of the following null hypotheses which were tested statistically in order to attain objectives one through four of the study:

1. There are no differences among perceptions of vocational directors, vocational counselors, secondary school principals, and secondary school counselors regarding the role of the vocational counselor in Texas.

2. There are no differences among perceptions of vocational directors, vocational counselors, secondary school principals, and secondary school counselors regarding opinions concerning selected issues pertaining to the position of the vocational counselor in Texas.

3. There are no differences in perceptions concerning the role of the vocational counselor in Texas among vocational counselors with vocational education teaching experience but without world-of-work experience, vocational counselors without vocational education teaching experience but with world-of-work experience, and vocational counselors with both vocational education teaching experience and world-of-work experience.

4. There are no differences in perceptions concerning the role of the vocational counselor in Texas among secondary school counselors with vocational education teaching experience but without world-of-work experience, secondary school counselors without vocational education

teaching experience but with world-of-work experience, secondary school counselors with neither vocational education teaching experience nor world-of-work experience, and secondary school counselors with both vocational education teaching experience and world-of-work experience.

Need for the Study

The need for this study was based on the large number of vocational counselor positions in Texas, the anticipated future growth of vocational guidance, the tenuity of research regarding the role of vocational guidance and specifically the role of the vocational counselor in the public schools, and the possibility that different perceptions regarding the role of the vocational counselor exists. Although the literature reveals that much research has been directed toward the role of the counselor in the public schools, no comprehensive research concerning the role of the vocational counselor has been conducted in Texas. Also, conclusions drawn from studies made elsewhere may not provide the answers to the questions that this study attempted to answer. Additionally, the Proceedings: 1974 Community Conference (97:23) published by The Advisory Council for Technical-Vocational Education in Texas stated that there is a need to "more clearly define the role of guidance services in the school." Likewise, several vocational directors have indicated to the investigator the need to define more accurately the role of the vocational counselor in the public schools of Texas.

Furthermore, Bentley (6) discussed the need to define the role of the counselor and initiate needed changes. He outlined a four step strategy which included: (1) exploring the role expectations held by significant others within the specific institutional setting, (2) exploring the role perceptions held by counselors, (3) assessing the differences that may appear, and (4) planning a strategy for reducing the differences held by the various members in the social setting. This study was an attempt to accomplish these purposes regarding vocational counselors in Texas. This information should lead to a better understanding of the role of the vocational counselor and assist

in determining if pre-service and in-service educational programs require modification or development in order to facilitate harmonious relationships among these four groups so that the vocational guidance program will more effectively serve students in the public schools.

Research Procedure

The sample for this study was generated from a population consisting of school districts in Texas that employed a vocational director and at least one vocational counselor, secondary school principal, and secondary school counselor for the 1974-1975 school year. Furthermore, only school districts employing both a vocational director and at least one vocational counselor in the 1973-1974 school year and listed in the Public School Occupational Programs 1973-74 Directory; Vocational Directors, Vocational Supervisors, and Vocational Counselors (89) were included in the population.

The respondent group for those school districts identified in the population as having only one secondary school consisted of the vocational director, vocational counselor, secondary school principal, and secondary school counselor. In those cases where the school district employed more than one vocational counselor or secondary school counselor, a table of random numbers was used to select randomly a representative of that group. For school districts identified in the population that had more than one secondary school, a secondary school was selected randomly using a table of random numbers. The vocational counselor, secondary school principal, and secondary school counselor from the selected school and the vocational director for the school district formed the respondent group for that school district. Furthermore, if the school selected within that district had more than one vocational counselor or secondary school counselor, a table of random numbers was also used to select randomly a representative from that group.

Using the procedure outlined above, 484 individuals from 121 school districts in Texas were identified constituting the sample investigated. Each school district was assigned a unique code number by the investigator.

In order to obtain the requisite information, closed-form opinionnaires were developed to obtain data from vocational directors, vocational counselors, secondary school principals, and secondary school counselors. The role and issue statements were developed as a result of reviewing relevant literature and conferring with Texas A&M University graduate students, public school personnel, and Texas A&M University faculty.

In order to field test and to evaluate the tentative instrument, a letter, the tentative instrument, and a self-addressed, stamped return envelope were mailed to a jury consisting of 10 vocational directors, 10 vocational counselors, 10 secondary school principals, and 10 secondary school counselors throughout the State of Texas who were not a part of the previously identified sample. In addition, six faculty members at Texas A&M University were personally contacted by the investigator and requested to evaluate the tentative opinionnaire. Necessary changes were made after reviewing the returned instruments and after consultation with the investigator's committee members.

Opinionnaire reliability for items one through 80 was determined using a test-retest method. The opinionnaire was administered and then readministered in a week. An item by item correlation between pre-test and post-test results was determined. Statistically significant correlations at the .05 level of significance were obtained for 74 of the 80 items. Six role statement items did not yield a significant correlation at the .05 level. These six items were further analyzed by analysis of variance. The results of this analysis did not reveal significant differences at the .05 level between the pre-test and post-test means of each item. Therefore, the six items were included in the study.

The closed-form opinionnaire that resulted was divided into two sections. Section I of the opinionnaire was designed to obtain data regarding the role of the vocational counselor in Texas and current issues concerning the position of vocational counselor. The statements in Section I were responded to on a five-point Likert scale and numerical values were assigned for all possible responses as follows: 1 - Strongly Disagree; 2 - Disagree; 3 - Undecided; 4 - Agree; and 5 - Strongly Agree. The purpose of Section II of the opinionnaire

was to obtain pertinent background data concerning the respondents. Respondents were asked to check the appropriate response.

All opinionnaires were numerically coded to provide a method of determining respondents, to enable the investigator to initiate follow-up procedures for non-respondents, and to afford a degree of anonymity to each respondent. A cover letter was developed to explain the purpose of the research and to solicit the participation of each subject. Each cover letter was individually addressed to the respondent and individually signed by the investigator and the chairman of his graduate advisory committee.

On February 21, 1975 a cover letter, appropriately coded opinionnaire, and a stamped, self-addressed return envelope were mailed to each of the 484 subjects identified in the sample. After two follow-up letters to non-respondents, personal telephone calls were made to those who had not responded requesting that they complete the opinionnaire and return it to the investigator. By April 28, 1975, 460 opinionnaires had been received. From these responses 99 complete school district data sets, consisting of returned opinionnaires from the vocational director, vocational counselor, secondary school principal, and secondary school counselor from the same school district, had been received. This represented 82 percent of the school districts in the population. Statistical analyses were restricted to those school districts in which complete data sets had been received. This was done to insure that the respondents were from similar environments.

Each item response was transferred to data processing tabulation sheets. While all 396 opinionnaires were usable, a few items were not marked on some instruments. For those items that were unmarked in Section I, an undecided response was coded. For those items in Section II that were unmarked, no data were recorded for that item. In those cases in Section II where two or more responses were checked this response was coded as an "other" response.

The data processing sheets were taken to the Texas A&M University Data Processing Center where the data were punched on IBM cards. Each card was subsequently verified to identify errors.

Analysis of variance was used to test hypotheses one, two, three, and four which stemmed from objectives one, two, three, and four. This involved Section I of the opinionnaire. Statistical analyses were conducted utilizing the ANSCHEFF routine developed by Barker (5) for the IBM 360/65 installation at Texas A&M University. This computer program is a groups-by-trials analysis of variance with the Scheffé test.

Data from Section I of the opinionnaire were analyzed as a repeated-trials analysis of variance, with the trials representing the four categories of respondents in each school district and the groups being each school district. Where the F values derived showed no statistically significant differences among the means at the .05 level of significance, no other test was made. For objectives and hypotheses one, two, and four the Scheffé test was calculated by the investigator in those instances in which the F value did indicate significant differences among means at the .05 level of significance in order to determine where the differences lay. Hypothesis one was also tested using the Wilks' Lambda portion of the multiple discriminant analysis routine (104).

Section II of the opinionnaire, which involved objectives five and six of the study, was analyzed utilizing the DISTAT routine programmed for the IBM 360/65 installation at Texas A&M University (104).

Major Findings

The following are the major findings of this study. They are presented in the same order as the the objectives and hypotheses.

Summary of Findings Relating to Objective One, Hypothesis One

Significantly different means at the .05 level were detected among the responses of vocational directors, vocational counselors, secondary school principals, and secondary school counselors relative to 44 of the 70 role statements pertaining to the role of the

vocational counselor in Texas. Those 44 role statements with the respective means obtained from vocational directors (VD), Vocational counselors (VC), secondary school principals (SSP), and secondary school counselors (SSC) are presented below.

Role Statements	Means VD	VC	SSP	SSC
1. Assist in identifying the vocational guidance needs of all students.	4.56	4.58	4.26	4.35
2. Coordinate the vocational aspects of the entire guidance program.	4.46	4.28	4.07	4.12
3. Conduct student field trips to agricultural, industrial, and business facilities.	3.19	3.35	3.02	3.69
4. Provide individual personal, social, and educational counseling for students enrolled in vocational education.	4.49	4.54	4.46	4.05
5. Provide individual personal, social, and educational counseling for students not enrolled in vocational education.	3.19	3.56	3.08	3.2[illegible]
6. Participate in determining what vocational education programs are to be offered in the school district.	4.05	4.35	4.25	4.32
7. Interpret results of vocational appraisal instruments to parents.	4.47	4.29	4.48	4.31
8. Provide leadership for developing and implementing programs to expose high school students to the world of work.	4.14	4.31	4.37	4.44
9. Provide leadership for developing and implementing programs to expose elementary school students to the world of work.	3.68	3.45	3.23	3.71
10. Interpret occupational trend data to all high school students.	4.45	4.18	3.89	4.08
11. Interpret occupational trend data to parents.	4.27	3.98	3.98	3.99

	Role Statements	VD	VC	SSP	SSC
12.	Assist teachers in planning curricular content for vocational courses.	3.03	3.42	3.69	3.85
13.	Assume responsibility for the public relations function of the vocational guidance program.	4.14	3.86	3.68	3.89
14.	Help evaluate the overall guidance program.	4.28	4.23	4.01	4.14
15.	Discipline vocational students.	1.35	1.42	1.70	1.50
16.	Conduct orientation programs for junior high school students concerning the various vocational education programs.	4.50	4.45	4.21	4.20
17.	Conduct orientation programs for high school students concerning the various vocational education programs.	4.58	4.52	4.40	4.40
18.	Help obtain work stations for students enrolled in cooperative work experience programs.	2.47	2.72	2.83	3.01
19.	Work with all vocational teachers in designing and executing a plan of follow-up for vocational students.	4.52	4.03	4.20	4.12
20.	Assist in evaluating vocational education programs.	3.70	4.03	4.17	4.18
21.	Counsel with vocational students having problems on-the-job.	3.97	4.22	4.17	4.27
22.	Counsel with vocational students having problems in school.	4.30	4.45	4.31	4.18
23.	Assist vocational students in applying for college admission.	4.27	4.27	4.05	3.90
24.	Acquaint other school counselors with the vocational education program of the school district.	4.66	4.52	4.45	4.31
25.	Participate in screening and selecting students for the various vocational education programs.	4.45	4.38	4.35	4.08

	Role Statements	VD	VC	SSP	SSC
26.	Attend advisory committee meetings of the various vocational education programs.	3.93	4.11	4.22	4.10
27.	Perform extra curricular duties such as hall duty, cafeteria duty, and parking lot duty.	1.37	1.38	1.96	1.39
28.	Conduct occupational surveys to determine the need for additional vocational education programs.	3.50	3.76	4.02	3.98
29.	Take steps to initiate needed changes in the vocational education program of the school district.	2.99	3.80	3.85	3.91
30.	Assist in developing and refining the objectives of the entire guidance program.	4.19	4.16	3.91	3.95
31.	Provide individual vocational counseling for students enrolled in vocational education.	4.65	4.58	4.48	4.35
32.	Provide individual vocational counseling for students not enrolled in vocational education.	3.60	4.04	3.46	3.54
33.	Develop and conduct a vocational guidance program for adults who enroll in vocational education programs conducted by the school.	3.79	3.41	3.58	3.22
34.	Assume responsibility for conducting orientation programs in feeder schools concerning the various vocational education programs available in the area vocational school.	4.16	4.25	2.06	3.92
35.	Conduct group vocational counseling sessions for students not enrolled in vocational education.	3.65	3.88	3.29	3.34
36.	Coordinate the job placement of non-vocational students.	2.56	2.91	2.36	2.62

Role Statements	VD	VC	SSP	SSC
37. Provide information to vocational students about post-secondary vocational education opportunities available to them.	4.60	4.54	4.37	4.37
38. Assist in placing vocational students in post-secondary programs of vocational education.	4.37	4.41	4.19	4.17
39. Maintain follow-up records on all vocational students.	4.24	3.77	4.08	3.98
40. Assist in establishing criteria for admission of students into vocational education programs.	4.08	4.30	4.14	4.08
41. Assist in developing criteria for the selection of training stations for cooperative work experience programs.	2.90	3.29	3.58	3.58
42. Schedule courses and make course schedule changes for vocational students.	3.97	3.49	3.44	3.39
43. Be responsible for maintaining the school records of vocational students.	3.25	2.77	2.95	2.78
44. Assist in organizing clubs for vocational students.	2.68	2.84	3.23	3.21

Significantly different means at the .05 level were not detected among the responses of vocational directors, vocational counselors, secondary school principals, and secondary school counselors relative to 26 role statements pertaining to the role of the vocational counselor in Texas. Those 26 role statements and the respective means obtained from vocational directors (VD), vocational counselors (VC), secondary school principals (SSP), and secondary school counselors (SSC) are presented below.

Role Statements	Means VD	VC	SSP	SSC
1. Work primarily with students enrolled in vocational education programs.	3.81	3.50	3.73	3.54
2. Survey industries and businesses to determine employment needs.	4.06	3.90	3.96	4.18
3. Assist both vocational students and potential vocational students with vocational planning.	4.69	4.58	4.60	4.49

	Role Statements	VD	VC	SSP	SSC
4.	Provide leadership for developing and implementing programs to expose junior high school students to the world of work.	4.10	4.10	4.08	4.04
5.	Organize and use an advisory committee for the vocational guidance program.	3.68	3.56	3.79	3.84
6.	Establish good work relationships with people in business and industry.	4.34	4.56	4.42	4.44
7.	Plan and conduct in-service training programs for vocational teachers concerning vocational guidance.	4.07	3.99	4.08	4.16
8.	Plan and conduct in-service training programs for non-vocational teachers concerning vocational guidance.	4.00	3.75	3.73	3.78
9.	Maintain close working relationships with vocational teachers and vocational students.	4.63	4.65	4.62	4.52
10.	Coordinate the development of materials designed to explain the various vocational education programs of the school district.	3.92	3.79	3.87	3.94
11.	Make periodic visits to different vocational education classes and visit representative occupational experience programs of vocational students.	4.04	4.22	4.09	3.99
12.	Maintain close working relationships with non-vocational teachers.	4.23	4.34	4.22	4.10
13.	Develop and maintain a job placement service for all students desiring part-time and summer employment.	3.54	3.47	3.42	3.32
14.	Assist all teachers in planning and conducting career education activities.	3.86	3.99	4.02	3.88
15.	Assist non-vocational students in applying for college admission.	2.72	3.05	2.76	2.72

	Role Statements	VD	VC	SSP	SSC
16.	Acquaint teachers with the vocational education program of the school district.	4.46	4.48	4.38	4.27
17.	Assume responsibility for informing the community concerning the vocational education program of the school district.	3.43	3.56	3.71	3.65
18.	Assist administrators, counselors, and teachers in keeping up-to-date with occupational trends.	4.38	4.32	4.38	4.22
19.	Conduct group vocational counseling sessions for students not enrolled in vocational education.	3.65	3.88	3.29	3.34
20.	Coordinate the job placement of vocational students.	3.37	3.29	3.02	3.35
21.	Assist all guidance personnel in providing vocational guidance services.	4.34	4.29	4.24	4.27
22.	Maintain follow-up records on all non-vocational students.	2.12	2.22	2.13	2.36
23.	Attend representative in-service training conferences held for vocational teachers.	4.02	3.92	4.08	3.98
24.	Assist in selecting, administering, and interpreting instruments designed to assist students in making career decisions.	4.34	4.39	4.26	4.20
25.	Serve as a link between the school and the Texas Employment Commission and similar community agencies.	3.90	3.94	3.89	3.97
26.	Identify referral agencies of an occupational nature and develop referral procedures for use by the school.	3.91	4.05	3.96	3.96

The Scheffé test revealed that vocational directors and secondary school counselors varied significantly at the .05 level with respect to 21 role statements, vocational directors and secondary school principals differed significantly with respect to 19 role statements, and vocational directors and vocational counselors had significantly

different means pertaining to 11 role statements. Furthermore, significant differences were found between vocational counselors and secondary school principals regarding six role statements, vocational counselors and secondary school counselors regarding four statements, and secondary school counselors and secondary school principals regarding nine role statements.

Significantly different perceptual profiles, across the 70 role statement variables, were determined beyond the .01 level of significance for the four respondent groups regarding the role of the vocational counselor in Texas.

Summary of Findings Relating to Objective Two, Hypothesis Two

Significantly different means beyond the .01 level were detected among the responses of vocational directors, vocational counselors, secondary school principals, and secondary school counselors relative to all 10 issue statements pertaining to issues regarding the position of vocational counselor in Texas. Those issue statements and the respective means obtained from vocational directors (VD), vocational counselors (VC), secondary school principals (SSP), and secondary school counselors (SSC) are presented below.

Issue Statements	Means VD	VC	SSP	SSC
1. The position of a separate vocational counselor should continue to be funded in Texas.	4.87	4.67	4.36	3.69
2. The vocational education program of your school district has benefited as the result of the work of the vocational counselor.	4.79	4.67	4.37	4.03
3. The vocational counselor has assisted students not enrolled in vocational education courses in making more realistic vocational choices.	4.25	4.33	3.89	3.61
4. The vocational counselor has assisted vocational students in making more realistic vocational choices.	4.50	4.44	4.26	3.94

Issue Statements	VD	VC	SSP	SSC
5. If the position of vocational counselor were to be eliminated in Texas, one of the courses that should be required to become a certified counselor would be "History and Principles of Vocational Education."	4.61	4.08	3.78	3.52
6. If the position of vocational counselor were to be eliminated in Texas, one of the courses that should be required to become a certified counselor would be "Planning and Organizing Programs of Vocational Guidance."	4.70	4.39	4.15	3.88
7. If the position of vocational counselor were to be eliminated in Texas, one of the courses that should be required to become a certified counselor would be "Vocational Student Identification, Placement, and Follow-up."	4.71	4.43	3.94	3.84
8. If the position of vocational counselor were to be eliminated in Texas, one of the courses that should be required to become a certified counselor would be "Occupational and Vocational Education Information."	4.63	4.49	4.05	4.11
9. If the position of vocational counselor were to be eliminated in Texas, one of the requirements to become a certified counselor should be work experience in a field other than education.	4.40	4.25	2.91	2.83
10. The vocational counselor should work on an eleven month contract.	4.51	4.22	3.86	3.58

The Scheffé test revealed that vocational directors and secondary school principals differed significantly with respect to nine of the issue statements and vocational directors and secondary school counselors varied significantly regarding each issue statement. The

results also showed that vocational counselors and secondary school counselors had significantly different means for each of 10 issue statements. Further, significantly different means were obtained at the .05 level for vocational directors and vocational counselors regarding one issue statement, vocational counselors and secondary school principals varied significantly with respect to four issue statements, and secondary school principals and secondary school counselors differed significantly regarding three issue statements.

Summary of Findings Relating to Objective Three, Hypothesis Three

Three vocational counselors did not provide sufficient data for classification and only one vocational counselor indicated having vocational education teaching experience without world-of-work experience. Consequently, the null hypothesis that was tested for each of the 70 role statements was that there are no differences in perceptions concerning the role of the vocational counselor in Texas between vocational counselors without vocational education teaching experience but with world-of-work experience and vocational counselors with both vocational education teaching experience and world-of-work experience.

Significantly different means at the .05 level were detected concerning the role of vocational counselors in Texas as perceived by vocational counselors without vocational education teaching experience but with world-of-work experience and vocational counselors with both vocational education teaching experience and world-of-work experience with regard to 13 of the 70 role statements. Those role statements for which significant differences existed and the respective means obtained from vocational counselors without vocational education teaching experience but with world-of-work experience (VCWW) and vocational counselors with both vocational education teaching experience and world-of-work experience (VCB) are presented below.

Role Statements	Means VCWW	VCB
1. Coordinate the vocational aspects of the entire guidance program.	4.62	4.07

Role Statements	Means VCWW	VCB
2. Provide leadership for developing and implementing programs to expose elementary school students to the world of work.	3.70	3.27
3. Plan and conduct in-service training programs for vocational teachers concerning vocational guidance.	4.18	3.87
4. Plan and conduct in-service training programs for non-vocational teachers concerning vocational guidance.	4.00	3.54
5. Develop and maintain a job placement service for all students desiring part-time and summer employment.	3.75	3.27
6. Assist vocational students in applying for college admission.	4.48	4.11
7. Acquaint teachers with the vocational education program of the school district.	4.60	4.38
8. Participate in screening and selecting students for the various vocational education programs.	4.58	4.22
9. Assist in developing and refining the objectives of the entire guidance program.	4.32	4.07
10. Provide individual vocational counseling for students enrolled in vocational education.	4.70	4.47
11. Assist all guidance personnel in providing vocational guidance services.	4.45	4.18
12. Provide information to vocational students about post-secondary vocational education opportunities available to them.	4.68	4.47
13. Serve as a link between the school and the Texas Employment Commission and similar community agencies.	4.15	3.82

Summary of Findings Relating to Objective Four, Hypothesis Four

Two secondary school counselors did not provide sufficient data for classification and only one secondary school counselor indicated having vocational education teaching experience without world-of-work experience. Consequently, the null hypothesis that was tested for each of the 70 role statements was that there are no differences in perceptions concerning the role of the vocational counselor in Texas among secondary school counselors without vocational education teaching experience but with world-of-work experience, secondary school counselors with neither vocational education teaching experience nor world-of-work experience, and secondary school counselors with both vocational education teaching experience and world-of-work experience.

Significantly different means at the .05 level were found to exist among secondary school counselors without vocational education teaching experience but with world-of-work experience, secondary school counselors with neither vocational education teaching experience nor world-of-work experience, and secondary school counselors with both vocational education teaching experience and world-of-work experience regarding six of the 70 role statements pertaining to the role of the vocational counselor in Texas. Those role statements for which significant differences existed and the respective means obtained from secondary school counselors without vocational education teaching experience but with world-of-work experience (SSCWW), secondary school counselors with neither vocational education teaching experience nor world-of-work experience (SSCN), and secondary school counselors with both vocational education teaching experience and world-of-work experience (SSCB) are presented below.

Role Statements	Means SSCWW	SSCN	SSCB
1. Survey industries and businesses to determine employment needs.	4.36	3.80	4.00
2. Provide leadership for developing and implementing programs to expose junior high school students to the world of work.	4.21	3.60	4.07

Role Statements	Means SSCWW	SSCN	SSCB
3. Make periodic visits to different vocational education classes and visit representative occupational experience programs of vocational students.	4.08	3.60	4.13
4. Take steps to initiate needed changes in the vocational education program of the school district.	4.05	3.80	3.47
5. Coordinate the job placement of vocational students.	3.51	2.75	3.67
6. Assist in developing criteria for the selection of training stations for cooperative work experience programs.	3.75	2.95	3.67

The Scheffé test revealed that secondary school counselors without vocational education teaching experience but with world-of-work experience and secondary school counselors with neither vocational education teaching experience nor world-of-work experience varied significantly at the .05 level in regard to five role statements and secondary school counselors without vocational education teaching experience but with world-of-work experience and secondary school counselors with both vocational education teaching experience and world-of-work experience varied significantly at the .05 level with respect to one role statement.

Summary of Findings Relating to Objective Five

The following background characteristics were identified regarding vocational counselors in Texas:

1. Almost all vocational counselors, 97 percent, had work experience in a field other than education since graduation from high school. The median number of years of employment in a field other than education was 6.9 years.

2. The majority of the vocational counselors, 60 percent, had been employed as a vocational teacher prior to becoming a vocational counselor. For those vocational counselors who had vocational education

teaching experience, the median number of years of vocational teaching experience was 4.7 years. However, the median number of years of vocational education teaching experience of all the responding vocational counselors was 1.6 years.

3. It was determined that 26 percent of the vocational counselors had taught as vocational agriculture teachers, 13 percent as distributive education teachers, 13 percent as homemaking teachers, 11 percent as vocational industrial teachers, 11 percent as office occupations teachers, and 26 percent in other vocational program areas.

4. Over three-fourths of the vocational counselors reported having been employed as a non-vocational teacher. The median number of years of employment as a non-vocational teacher was 5.3 years.

5. The median number of years of employment in public school education of vocational counselors was 14.3 years.

6. The median age of the responding vocational counselors was 42.5 years.

7. Seventy-five percent of the vocational counselors were males.

8. Ninety-two percent of the vocational counselors held the master's degree, whereas the other 8 percent held the bachelor's degree.

9. Vocational directors were identified as the immediate supervisor of vocational counselors by 56 percent of the vocational counselors and secondary school principals were identified by 27 percent of the vocational counselors.

10. Forty-three percent of the vocational counselors reported that their office was located with that of the secondary school counselor and 38 percent reported that their office was located near the vocational classrooms and laboratories.

11. The median number of years that the position of vocational counselor had been in existence was 4.5 years.

12. The vocational counselors reported having been employed in their present school district as a vocational counselor for a median of 2.9 years.

Summary of Findings Relating to Objective Six

The following findings emerged regarding objective six:

1. Eighty-six percent of the responding vocational directors and 67 percent of the responding vocational counselors believed that the vocational director should be the immediate supervisor of the vocational counselor. However, only 40 percent and 42 percent of the responding secondary school principals and secondary school counselors, respectively, indicated that the vocational director should be the immediate supervisor of the vocational counselor. Likewise, only 3 percent of the vocational directors and 17 percent of the vocational counselors indicated that the secondary school principal should be the immediate supervisor of the vocational counselor; whereas 45 percent of the secondary school principals and 23 percent of the secondary school counselors expressed that belief.

2. Of the responding vocational directors and secondary school counselors, 49 percent and 48 percent, respectively, perceived the vocational director as exerting the greatest influence upon the role of the vocational counselor; however, only 38 percent of the vocational counselors and 36 percent of the secondary school principals expressed that belief. Furthermore, 37 percent of the secondary school principals, 24 percent of the vocational counselors, 23 percent of the secondary school counselors, and 19 percent of the vocational directors viewed the secondary school principal as exerting the greatest influence upon the role of the vocational counselor.

3. The preferred location of the vocational counselor's office as expressed by the four respondent groups revealed that 55 percent of the vocational directors, 56 percent of the vocational counselors, 34 percent of secondary school principals, and 37 percent of the secondary school counselors expressed a desire for the vocational counselor's office to be located near vocational classrooms and laboratories. On the other hand, 40 percent of the vocational directors, 33 percent of the vocational counselors, 61 percent of the secondary school principals, and 59 percent of the secondary school counselors indicated that the vocational counselor's office should be located with that of the regular secondary school counselors.

Conclusions and Implications

The following conclusions with concomitant implications were drawn from the findings of this study derived from the six objectives and four hypotheses tested. They may be generalized to the total population only insofar as the sample was representative of the population from which it was generated.

Objective One, Hypothesis One

Based on the findings of this study, it was concluded that null hypothesis one could be accepted at the .05 level of significance in regard to 26 role statements. The hypothesis was rejected at the .05 level of significance in regard to 44 role statements and the alternate hypothesis that there were differences among the perceptions of vocational directors, vocational counselors, secondary school principals, and secondary school counselors regarding the role of the vocational counselor in Texas was accepted at the .05 level of significance.

Further, the hypothesis that there are no differences among the perceptual profiles, across 70 role statement variables, of vocational directors, vocational counselors, secondary school principals, and secondary school counselors was rejected at the .01 level of significance and the alternate hypothesis that there were differences among perceptual profiles, across 70 role statement variables, of vocational directors, vocational counselors, secondary school principals, and secondary school counselors was accepted at the .01 level.

It was further concluded, on the basis of the Scheffé test, that the dyads of vocational directors and secondary school counselors on the one hand and vocational directors and secondary school principals on the other hand expressed more disagreement with respect to the role of the vocational counselor than did the dyads of vocational directors and vocational counselors, vocational counselors and secondary school principals, vocational counselors and secondary school counselors, and secondary school counselors and secondary school principals.

Implications. Since different perceptions existed and the null hypothesis could not be supported, an implication exists that potential

conflicts among vocational directors, vocational counselors, secondary school principals, and secondary school counselors concerning the role of the vocational counselor in Texas exist which would result in morale problems, stress, and internal conflict in local school districts which in turn could defeat the purpose of having a vocational counselor in the first place. Also, an implication exists that a systematic effort needs to be exerted in local school districts in Texas employing these four groups of individuals with regard to defining the role of the vocational counselor resulting in a more congruent role definition. Furthermore, because many school districts rely upon the Texas Education Agency for direction in planning programs in local school districts, an implication exists that the Texas Education Agency should develop a strategy that not only would result in defining more clearly the role of the vocational counselor in Texas, but would also ensure greater acceptance of the vocational counselor's role among vocational directors, vocational counselors, secondary school principals, and secondary school counselors. Also, since polarization regarding the role of the vocational counselor tended to exist between vocational directors and secondary school principals and between vocational directors and secondary school counselors, an implication exists that potential conflicts among these groups could result in unharmonious working relationships which could be counter-productive in local school districts.

Objective Two, Hypothesis Two

Based on the findings of this study, it was concluded that null hypothesis two which stated that there are no differences among perceptions of vocational directors, vocational counselors, secondary school principals, and secondary school counselors regarding opinions concerning selected issues pertaining to the position of vocational counselor in Texas was rejected at the .01 level of significance for each of the 10 issue statements. Thus, the alternate hypothesis that there were differences among the four groups was accepted for each issue statement.

Furthermore, based on the Scheffé test, it was concluded that the dyads of vocational directors and secondary school counselors, vocational directors and secondary school principals, and vocational counselors and secondary school counselors expressed more disagreement with respect to the 10 issue statements than did dyads of vocational directors and vocational counselors, vocational counselors and secondary school principals, and secondary school principals and secondary school counselors.

Implications. The conclusion reached with respect to hypothesis one coupled with the conclusion reached regarding hypothesis two give rise to the implication that potential conflicts exist among the four groups which not only could result in morale problems, stress, and internal conflict in local school districts at the present time, but also in the future as different issues emerge. Also, since polarization tended to exist between vocational directors and secondary school counselors, vocational directors and secondary school principals, and vocational counselors and secondary school counselors with regard to the 10 issue statements, the implication exists that the greatest possibility of potential conflicts exist with respect to these three groups. This implication, in conjunction with the last implication listed pertaining to hypothesis one, leads to the further implication that the greatest potential conflict regarding the role and position of vocational counselor in Texas exists between vocational directors and secondary school counselors on the one hand and between vocational directors and secondary school principals on the other hand.

Objective Three, Hypothesis Three

As a result of the findings of this study, it was concluded that null hypothesis three which stated there are no differences in perceptions concerning the role of the vocational counselor in Texas between vocational counselors without vocational education teaching experience but with world-of-work experience and vocational counselors with both vocational education teaching experience and world-of-work experience was accepted at the .05 level of significance in regard to

57 role statements. The hypothesis was rejected at the .05 level of significance regarding 13 role statements and the alternate hypothesis that there was a difference in perceptions between the two groups of vocational counselors was accepted.

Implication. Since significant differences at the .05 level were not detected for 81 percent of the role statements, the implication exists that vocational education teaching experience appears not to be a factor in determining the vocational counselors' perceptions of role.

Objective Four, Hypothesis Four

Based on the findings of this study, it was concluded that null hypothesis four which stated that there are no differences in perceptions concerning the role of the vocational counselor in Texas among secondary school counselors without vocational education teaching experience but with world-of-work experience, secondary school counselors with neither vocational education teaching experience nor world-of-work experience, and secondary school counselors with both vocational education teaching experience and world-of-work experience was accepted at the .05 level of significance pertaining to 64 role statements. The null hypothesis was rejected at the .05 level with respect to six role statements with the alternate hypothesis that there is a difference between the three groups of secondary school counselors being accepted at the .05 level of significance.

Implication. Since the null hypothesis was supported for 91 percent of the role statements, the implication exists that neither vocational education teaching experience nor world-of-work experience appears to influence secondary school counselors' perceptions regarding the role of the vocational counselor in Texas.

Objective Five

The purpose of objective five was to identify selected background characteristics of vocational counselors in Texas. Because of the

nature of this objective, no overall conclusion or implication could be drawn from the findings. However, it was concluded that contrary to what might be expected, vocational counselors had spent more time teaching in non-vocational areas than they had spent teaching in vocational areas prior to assuming the job of vocational counselor. It was also concluded that the vocational counselors were two times more likely to be supervised by vocational directors than by secondary school principals.

Objective Six

Predicated on the findings of this study, it was concluded that disagreement existed among the four respondent groups in regard to who the immediate supervisor of the vocational counselor should be. Furthermore, it was concluded that vocational directors believed that they should be the immediate supervisor of the vocational counselor. It was also concluded that disagreement existed among the four respondent groups in regard to who exerts the greatest influence upon the role of the vocational counselor in Texas.

Moreover, it was concluded that disagreement existed among the four respondent groups in regard to where the vocational counselor's office should be located. In addition, it was concluded that a dichotomy existed with vocational directors and vocational counselors expressing a preference for the vocational counselor's office to be located near vocational classrooms and laboratories while secondary school principals and secondary school counselors expressed a desire for the vocational counselor's office to be located with that of the regular secondary school counselor.

Implication. Since different perceptions existed with regard to these three items and since different perceptions existed regarding the role and issue statements, these points taken together reinforce the previously drawn implication that potential conflicts among the four respondent groups exist which could result in internal conflicts, morale problems, and stress within local school districts.

Recommendations

Based on the findings and conclusions drawn from this study and the impressions acquired by the investigator while conducting this study, the following recommendations appear to be in order:

1. A summary of this study should be made available to vocational directors, vocational counselors, secondary school principals, and secondary school counselors in school districts that employ these four categories of personnel so that the opinions expressed by the four groups are known and appropriate action be initiated to reduce role conflict situations which may arise resulting in more harmonious relationships among the four respondent groups in local school districts.

2. Local school districts in Texas that employ vocational directors, vocational counselors, secondary school principals, and secondary school counselors should develop a strategy that would result in greater agreement and delineation of the duties that vocational counselors should perform in local school districts.

3. The Texas Education Agency should initiate a strategy involving vocational directors, vocational counselors, secondary school principals, secondary school counselors, and others, to define more clearly the role of the vocational counselor in the local school districts of Texas.

4. A summary of this study should be made available to Texas Education Agency personnel, educational administration educators, counselor educators, and vocational educators so that the information can be used as guidelines for developing pre-service and in-service educational programs.

5. Since instrument reliability was determined by a test-retest method and since item by item correlation between pre-test and post-test varied from .14 to .88, it is recommended that a study should be developed to determine the reliability of five-point Likert scales, over time, using a test-retest method.

6. Research should be initiated in order to identify factors that contribute to perceptual variations regarding role among vocational

directors, vocational counselors, secondary school principals, and secondary school counselors.

7. This study should be replicated in five years to see if greater congruence of role perceptions among the four respondent groups has occurred.

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